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AUTHOR Torney-Purta, Judith
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ABSTRACT

Course offerings with an international focus have expanded rapidly in secondary schools in the United States in the last decade, and research is needed to explore how global and international education goals may be achieved. Four models for organizing the research agenda are presented: (1) organization around a study of influences upon global and international education and the contexts in which it takes place; (2) centering around three ideas that are central in the Alliance for Education in Global and International Education (AEGIS) statement of goals--perspective taking, conflict resolution, and perceptions of multiple influences; (3) organization around a model to examine the AEGIS goals related to generalized cognitive abilities; and (4) organization around conceptualizations from cognitive psychology to focus on the cognitive structures specific to the domain of international studies. High quality graduate dissertations have a role to play in carrying forward research agendas such as these. Those who conduct research in this field might consider how to disseminate their findings more widely both to the general public and to those decision makers who have an impact on research policy and funding. The charter and statement of goals and values for AEGIS, two schematic figures, and 28 references are included. (PPB)

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A RESEARCH AGENDA FOR THE STUDY OF OF GLOBAL/INTERNATIONAL EDUCATION IN THE UNITED STATES

Judith Torney-Purta, Professor of Human Development
University of Maryland, College Park, MD 20742

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Background to a Research Agenda

An agenda is defined in Webster's Dictionary as "things to be done." This paper responds to the need to set an agenda, to lay out things to be done in research on global and international education. Four models for conceptualizing and conducting this research will be proposed. Finally some practical actions for carrying out the agenda will be considered.

This is an appropriate time for new conceptualizations of research on global and international education. In the late 1970's and early 1980's there were several attempts to establish baseline information on the level of knowledge of global issues and other cultures among American young people. The International Association for the Evaluation of Educational Achievement (IEA) in its civic education survey in which more than 30,000 students (ten, fourteen, and seventeen to twenty years of age) participated showed variations in the patterns of knowledge of domestic and international politics. Fourteen year old students in the U.S. ranked seventh out of eight countries in their knowledge of international processes and institutions; in contrast, they ranked second out of eight countries in their knowledge of domestic politics (Torney, 1977). In the mid-1970's a large scale survey of knowledge and attitudes regarding other countries was conducted by the Educational Testing Service on a national probability sample of 4th, 8th and 12th grade students in the United States (Pike and Barrows, 1979). This research, as well as the survey conducted about five years later of U.S.

college students by ETS (Barrows, et al., 1981) showed relatively low levels of knowledge about international issues. These studies, based on good samples, have received considerable attention from policy makers anxious about a workforce which can compete in the international market.

To address these deficiencies of knowledge, course offerings with an international focus have expanded rapidly in secondary schools in the United States in the last decade. Increasing attention has been paid to helping the organizers of these courses and programs evaluate their success. To give four examples, a binder of paper-and-pencil instruments suitable to assess courses, materials, and student outcomes in global education is available (Torney-Purta, Brown, and Cloud, 1986). A recent book outlining five alternative approaches to organizing a world studies course for the secondary school (Woyach & Remy, 1989) includes an entire chapter on how to assess students' achievement in these courses. A series of how-to-do-it publications and free workshops providing very concrete advice on evaluating programs in international development education are being offered by InterAction with support from USAID's Biden-Pell program (Case, 1987; Case, Andrews, & Werner, 1988). The California International Studies Project (a network of teacher-training centers) and the International Education Consortium of St. Louis have provided models of program evaluation. Many of the elements are in place for moving to a better understanding of "what works" in a particular global/international education

program. Most of these evaluation efforts are relatively program specific, however, and are not tied to any conceptual framework through which they might be generalized. Cumulation or meta-analysis of the findings of some of these evaluations might provide useful insights. However, there is too little commonality in the measures or designs to make that feasible.

AEGIS: The Alliance for Education in Global and International Education

An national professional organization has recently been established to deal with the coordination of global and international education and provide more opportunities for informed discussion of important cross-cutting issues. The Alliance for Education in Global and International Studies, a consortium of U.S. organizations working actively to improve the international dimensions of elementary and secondary education, was established in 1987. Much of the work of AEGIS is accomplished through task forces, including a task force on conceptualization of the content of global and international education and a task force on evaluation. One of the purposes of this session is to launch a task force on research by stimulating discussion of a research agenda and alternative models. However, many of the issues raised are germane to any effort to enhance international competence through school programs, not just to the efforts of AEGIS or its member organizations.

The general goal statement for AEGIS (Attachment 1) pays special attention to the principles of democracy (especially the

free and responsible exchange of ideas) and commitment to one's own country "complemented by a growing acceptance of responsibilities that cross ideological, cultural, and national boundaries."

> In pursuit of these (general) goals we seek an education which develops in elementary and secondary students:
>
> 1. A knowledge of the histories, languages, and institutions -- political, economic, religious, artistic, humanistic -- of other cultures, as well as their own;
>
> 2. A knowledge of the interconnections among world regions, events and peoples and an appreciation for the complexity that is inherent in these relationships;
>
> 3. An understanding that contemporary issues and world cultures have been shaped by a multiplicity of historical, religious, political, economic, and geographical factors;
>
> 4. An ability and willingness to consider historical and contemporary world events and issues from the perspectives of people whose culture, value orientations, or life experience -- gender, age, opportunity, ethnic background -- are different from their own and, in so doing, develop a deepened understanding of their own standards and goals;
>
> 5. An understanding of the nature of conflict and of approaches for managing it constructively;
>
> 6. An ability to think analytically about complex national and international issues, to distinguish fact from opinion, and to recognize bias, advocacy and propaganda; and
>
> 7. An ability to make informed personal and public policy decisions and to participate in local, national, and international decision-making processes.

This list includes ideas which are very familiar to individuals interested in international/global education. It is not a "laundry list" of discrete pieces of information to be learned but includes some quite sophisticated elements. It looks to the students' ability to move from the past to the contemporary and back again. It looks to the students' ability to view his or her

own nation from the viewpoint of other nations, while not losing sight of national identity and commitment. It looks to the students' ability over the years of elementary and secondary school to move from simple, concrete and discrete understandings to complex, abstract, and interactive ones.

Models for Organizing the Research Agenda

Research which will inform the achievement of goals such as these might be organized using any of several models. Four will be discussed here.

First, the research agenda might be organized around study of influences upon global and international education and the contexts in which it takes place. Figure 1 presents one model for that kind of research (for further discussion of this model applied to values education see Torney-Purta & Hahn, 1988). In this model four institutions set the parameters for what individuals learn about the world. These include domestic political institutions and their values, economic institutions and their values, religious institutions and their values and the international system in the sense of the power of the nation in the global context. Within these contextual parameters the family and school, in both its stated and informal curriculum, have an impact upon individuals. Finally, the characteristics of the individual are recognized, especially cognitive processing abilities, personal skills of conflict resolution, level of knowledge, and gender-socialization (as well as a variety of others). Other influences and contexts could be added in an

expanded model -- e.g. peer groups, study abroad experiences.

A model could serve as an organizing framework for reviews of literature. The model has the advantage of being general enough to encompass study of all the major goals in the AEGIS list; the focus could be place on the study of history, or geography or any disciplinary orientation. National identity, attitudes toward other nations, and perceptions of global problems could all be included as outcomes. Paper and pencil surveys, observations, group or individual interviews, and computer assisted testing would all be appropriate methodologies. A disadvantage is that the model is not very sophisticated in linking influences at different levels or in making differential predictions. For example, under what conditions does the power of a nation in the world communicate a message to young citizens of that country which overrides the messages of any school curriculum? Further, although the model recognizes individual differences, it does not treat them in a sophisticated way but rather assumes a linear and cumulative influence.

Second, the research model and agenda might be based around three ideas which are central in the AEGIS statement of goals -- perspective taking, conflict resolution, and perceptions of multiple influences. These aspects of the framework could be assessed as students act them out in the everyday life of their schools. Students' abilities to generalize these understandings to local, national and international political and economic interactions could also be assessed.

Studies of perspective taking, conflict resolution, and multiple influences within international/global education would be especially appropriate to undertake through case study or qualitative research. Although a growing number of ethnographic studies of schools in the U.S. as well as abroad now exist, little has been done with a specific focus on intercultural relations or conflict resolution (however, see several chapters in Spindler and Spindler, 1987 and in Shor, 1987, as well as portion of longer volumes by McNeil, 1986 and Bullivant, 1987 and a dissertation by White). Projects designed and carried out by local groups of teachers (e.g., teacher-research, practitioner research, or classroom action research) would be one way of fulfilling this part of the research agenda. Case studies could also be undertaken to study the influence of student exchange programs or other cross-cultural experiences upon awareness of the perspective of other cultures and the multiple influences upon nations' behavior.

The advantage of the approach taken in this model is that it allows for an open agenda, sensitive to subtle aspects of the context of a particular school and to the richness of topics on the AEGIS list of goals. The research method itself is congruent with the aims and goals of international education, since qualitative research looks at phenonmena from different points of view and seeks productive conflict. When the research is planned and carried out by teachers, it has the dual advantage of producing useful information about international education and

advancing the teacher's understanding of his or her own practice. There are also difficulties, however. Qualitative studies are time consuming and in some cases there are serious problems of validity, reliability, and generalizability associated with these methods.

Third, the research agenda might be organized around a model to examine the AEGIS goals related to generalized cognitive abilities. Over the course of the elementary and secondary school years it is hoped that the individual will move from seeing the world in a simple and concrete fashion to understanding the complexity of influence, as well as understanding abstract ideas (e.g., interconnections of world regions). There is also a specific focus in the goals statement on enhancing students' ability to think analytically (e.g., sometimes called metacognitive skills) and on generally applicable skills for analyzing written and oral communication (e.g. distinguishing fact from opinion, recognizing bias, advocacy and propaganda). Some of this research might use Piaget's theory as a focus, since it describes how generalized cognitive abilities develop. Cornbleth's (1985) work on how generalized metacognitive skills are applied in the social studies would contribute to this model. Research on generalized critical thinking skills has increased recently, and much of that work would be relevant. (See also Armento, 1986).

The advantage of this research model is that specific work on global/international topics might be incorporated into ongoing

research of those interested in critical thinking skills applied across the curriculum. The disadvantage of this model, and it is a relatively serious one, is that it is increasingly recognized that there are few inferential abilities which the individual applies in the same way in different content domains. Many psychologists are moving away from rigid stage designations applied across domains of content and away from interventions which instruct individuals in general thinking skills divorced from content. Although developmental change in cognitive abilities is important, cognitive stage designations have not been very helpful to curriculum developers because there is so much diversity of cognitive abilities among the children in a given classroom.

Fourth, the research agenda might be organized around conceptualizations from cognitive psychology to focus on the cognitive structures specific to the domain of international studies. Current research and practice in science education have been greatly enriched by cognitive psychology models (Carey, 1986). For example, Vosniadou and Brewer (1987) have oriented their research on children's views of astronomy, (e.g., the shape and position of the earth in the solar system) in terms of the cognitive restructuring of schemata, which are defined as cognitive structures formed by an individual which are used to store and retrieve information in memory.

Schemata are also are basic to new research models in social psychology. A recent review of research on relations between

ethnic groups deals primarily with cognitive representations or schemata of groups which are used by individuals to encode and retrieve information, (Messick & Mackie, 1989). The concept of "attitude" toward outgroups, is discussed almost exclusively in terms of affect bound to these cognitive representations and not as something which can be measured or modified independently.

I have recently undertaken research to explore the application of these advances in the study of schemata and cognitive restructuring to international concepts. Since this is a relatively new model and one in which I have special interest, I will give more detail than in the other models discussed. I interviewed gifted and talented adolescents before and after their ten-day involvement in a computer-assisted international simulation. In this diplomacy role-playing exercise, Maryland high school participants were divided into six teams: Brazil, Nigeria, Mexico, USSR, France and Japan. Each team (of six to eight) met in its own room which included an IBM computer. Students sent messages about international issues to other teams over this system. A number of the goals listed by AEGIS were important to this program: for example, seeing the perspective of other nations; understanding conflict; developing a more complex view of world regions, events and peoples; and seeing multiple influences upon actions. In addition, analytic thinking skills were stressed as the participants made informed decisions about policy. Thus a research technique which successfully assessed changes resulting from the simulation experience might have

potential as a model for research on the AEGIS goals. (See Torney-Purta, in press.)

In an individual interview students were asked to respond to the following problem: "Imagine that you are the finance minister of a developing country. The interest payment on your debt to banks in the developed countries is due very soon. There is not enough money in your treasury to cover this interest payment. What would you do to solve this problem? Just say whatever comes to your mind about what you would do to solve this problem until you can't think of anything else." After the student indicated that he or she was finished, the interviewer asked whether the subject could see any problems with the solutions.

Methods of analyzing young people's logical problem solving were adapted to analyze these protocols. Hayes and Simon (see Hayes, 1981) had looked at the processes by which an individual encodes the written instructions for a complex logical problem, by coding the "actors" and "legal" ways for them to act. There were intriguing similarities between this discussion of actors and contrained actions in solving logical problems and the way in which specialists in international relations discuss the actors (political leaders or international organizations) and actions in which they can engage (e.g., negotiation). So the interviews conducted with the six Maryland adolescents on the Brazilian team were analyzed by drawing graphic models of the schemata of the international system implied in their answers to the problem

about the finance minister. The elements of these graphic models were actors who might be approached by the finance minister (e.g. banks), actions which they might undertake (e.g., refinancing the loan), constraints on actions (e.g., banks might not agree), and connections between actions (e.g., one country's defaulting might lead to problems in the economy of another country).

As an example, Figure 2 presents the graphic model for one student's answer. Pre-session responses appear on the top of the page; post responses appear on the bottom. The basic element, represented by a triangle, is the actors mentioned who might be approached by the finance minister or involved to solve the problem. On the figures, the ovals are used to represent actions which these actors might perform or be asked to perform (e.g. the banks might be asked to reschedule your debt; one's own economy might encourage domestic markets for goods). Arrows are used to represent the direction of the requests. Below that in the diamonds are represented constraints on these actions.

The schema of the international economic system for the individual whose response is graphed in Figure 2 is very rudimentary at the pre-session interview. The only actions mentioned have to do with investment in and export to another country's economy. After the simulation in addition to other countries, multi-national corporations, lending institutions in other countries, and other Southern nations were mentioned. The constraints listed were relatively rudimentary.

On the average, more actors and more actions were mentioned

post simulation. Although there was clear intra-individual consistency across time, the schemata were clearly more complex after the simulation for three of the six Brazilian team members.

This model, which relates the outcomes of international education to cognitive schema maps, has a number of advantages for shaping part of the research agenda. Schema analysis is on the leading edge of research in educational psychology, and has already made substantial contributions to science education practice. Further, the technique illustrated provides a concrete way to assess the complexity of an individual's view of the international system using responses to hypothetical international problems. The schema or concept is more complex when it involves a large number of potential actors, who are each able to perform a varied set of actions. Another aspect of schema complexity is the inclusion of relevant constraints upon actions and the recognition of connections between the potential actions performed by different actors.

This technique also provides a way of graphically describing cognitive change or restructuring as a movement from unconnected and unconstrained actions to connected and constrained actions. This is of particular value because of the potential for better understanding some other results in the international education research literature. A number of studies have found that classrooms in which students are encouraged to participate with their peers in discussion of controversial issues are the classrooms in which students seem to learn most about

international topics (Torney, Oppenheim, & Farnen, 1975; Torney-Purta & Landsdale, 1986; Hahn, in press). The simulation experience also utilizes this type of peer discussion. This fourth model shows promise in helping to analyze classroom dialogues on international issues.

The model also has disadvantages. It's current focus is almost exclusively cognitive. It would be possible to include inquiries to the respondents about their attitudes toward these actors and actions, much as the research on intergroup relations has linked affect with cognitive representations. It would also be possible to highlight perspective taking abilities by asking students to consider how the various actors in the models (e.g. the banks, other Southern nations) would view the finance minister's requests. The graphic models prepared so far have dealt only with international economics and debt, although interview protocols collected on hypothetical problems dealing with Apartheid and with nuclear proliferation also appear to be amenable to analysis in terms of actors, actions, constraints, and connections.

Concrete Actions to Advance the Research Agenda

Whichever of these models or combinations of models one favors for structuring research in international and global education, many of the same groups might participate in putting the agenda into action.

Eight educational researchers have agreed to participate with me on the AEGIS research task force; I will be seeking their

advice on reseach models and the research agenda. I also have some quite practical suggestions to present as a starting point.

It is widely acknowledged that high quality graduate dissertations have a role to play in carrying forward a research agenda such as this. Willing and well informed students together with strong research advisors can make a significant contribution. Many graduate students are attracted to the qualitative or case-study approach and have the perseverance to carry it through. Research by teachers or practitioners can make an important contribution, although it also requires advice from research specialists. Many dissertations and practitioner research projects are not published. Outlets for the dissemination of the good quality products of such research through professional meetings and associated submissions to ERIC should be cultivated.

The work of more established researchers in the field whose interests may coincide with aspects of this research agenda should be examined. Research undertaken for another purpose may have implications for global/international education. For example, Ohlhausen & Roller (1988) used passages relating to another culture in a study of cognitive structure in reading. Voss (1983) used a number of problems with international content because they represented ill-structured social science problems, not because he was especially interested in their international dimensions. Kuhn and Leadbetter (1988) studied the processes young people use to deal with divergent scientific evidence, but

they employed hypothetical problems dealing with ability to take the perspective of researchers in two different countries which were at war with each other. There are many other examples of research in history or geography teaching and evaluation which could be given (Dickinson & Lee, 1978; Biggs & Collis, 1982). Efforts should be made to enlist these individuals in exploring more fully the implications of their research for international or global education and in making their work more widely known in our field. A high visibility conference and associated book publication might be an appropriate incentive to these individuals as well as to those centrally involved in international education research.

A question which often arises when research agendas are discussed is whether a new international education journal is needed. My position is that there are sufficient outlets for publications at present. A new journal is expensive in both time and money. Many libraries are currently cutting back even on existing subscriptions. This issue is open to debate, however.

I doubt there would be much debate on the proposition that more research funding is needed to carry out this research agenda, whichever combination of models is chosen. One of the hopes in the establishment of AEGIS is that by taking steps to ensure balance in the approaches, some of the arguments against funding for both development and research in this field will be defused. Those who conduct research in this field might consider how to disseminate their findings more widely both to the general

public and to those decision makers who have an impact on research policy and funding. News articles reporting findings about the kinds of perspectives which young people do understand or the approaches to developing a complex view of the international system which work could bear fruit in enhanced research funding in the long term. Linking research to issues currently under debate, such as enhanced interest in the Peace Corps or other programs of service in less developed countries, or the rapidly increasing immigrant population or ways to reverse declines in newspaper readership also have unexplored potential.

Conclusions

Four models have been proposed for organizing a research agenda in global/international education in the United States. The floor is now open for debate on these alternatives, or others, as well as on the actions which might be considered to carry out this research program.

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October 1987

CHARTER

for

The Alliance for Education in Global and International Studies

(AEGIS)

RATIONALE FOR ESTABLISHING THE ALLIANCE

Reaction to America's changing role in world affairs varies widely — from serious concern to profound confusion. Policy options are hotly debated, but participation in decision-making processes is inadequate. Informed discussion is often lacking.

Increasing citizens' knowledge about the world is essential in order to find and define common ground that is rooted in wisdom and expressed in the humane values that have made our nation so significant in history.

There is a growing recognition of the costs of our educational poverty in geography, history, foreign languages, and in an inadequate understanding of a complex and interdependent world.

Efforts to improve the competence of the American people in world affairs are beginning to receive priority attention. But it is in our elementary and secondary schools that the groundwork for such competence must be laid. The crucial role of our nation's schools in this process is frequently asserted, but often damaged by debate in highly polarized environments and in the competing demands of the public.

A professional organization which puts educational values first and pursues these purposes is essential. The Alliance for Education in Global and International Studies (AEGIS), a consortium of U.S. organizations working actively to improve international dimensions of elementary and secondary education, will meet these needs.

In recent years there has been a rapid growth of pedagogical approaches, regional and local organizations, and discipline–based groups providing education about the world to elementary and secondary schools. This proliferation has many strengths and has resulted in a variety of interpretations about the purposes and content of the field. It is now time to articulate the common elements that will effectively promote support for the balanced treatment of issues and for the use of instructionally sound educational methods. *A need exists for a forum to discuss and disseminate guidelines and definitions for the field.*

Inherent in this proliferation of programs and approaches has been an increase in the number of professionals in the field. Training opportunities, the sources of information from which content is drawn, and the publications that present various perspectives have also grown significantly. There are many strengths in this diversity. However, the products of this growing professionalism are not readily available to individuals in all parts of the country. Further, significant content from some disciplines in the humanities, social sciences, and technical sciences has not been widely disseminated or integrated into global education programs. *A need exists for an organization that will share information from all of the disciplines and provide additional opportunities for the coordination of programs and publications.*

Recent studies and reports concerned with improving elementary and secondary education in the United States have failed to acknowledge the importance of preparing students to operate as responsible citizens in an interdependent world. They have also neglected the needs of future teachers, many of whom will enter the profession without adequate academic background in the content and teaching methods necessary to prepare citizens to participate effectively in an interdependent world. *A need exists for an organization that will serve as an advocate for improving student and teacher competence in world affairs.*

Many states and professional organizations have passed legislation or issued policy statements regarding international or global education in the schools. These initiatives are welcomed. Steps must now be taken to implement these recommendations and mandates in order to maintain current momentum. Sharing professional resources for the design of broadly based programs which appropriately address the national interest as well as local interests can enhance such implementation efforts. *A need exists for an organization to link these groups of individuals, to increase their visibility, and to provide assistance in meeting their own goals.*

Many global education programs have been successful. But there have been few attempts to understand why some programs succeed while others fail. In addition, there have been insufficient attempts to evaluate programs from an outside perspective, to examine long–term effects, and to acquaint administrators and funding agencies with the most appropriate types and uses of evaluation. *A need exists for an organization to promote and disseminate research on the criteria and methods of program evaluation.*

Current international education efforts underway in other countries can provide models for work in the United States. The same is true for programs and publications developed in the United States that are of interest to international studies educators abroad. There has been a lack of transnational communication about these programs. *A need exists for an organization that will facilitate the exchange of model programs and perspectives on international education across national boundaries.*

Many existing global education programs have developed publications for general audiences. However, a large segment of the U.S population either misperceives the purpose or does not understand the significance of enhanced education about the world. *A need exists for an organization to inform and gain support from the public and policy makers about the goals and programs of global and international education.*

It is widely recognized that efforts to educate students about the world in which they live is, in the end, a local activity which must take place in individual schools and classrooms. In a few places around the country where combinations of favorable conditions exist – community awareness, school leadership, outside resources and state support – significant achievements are made. Unfortunately, there are only a few such well–organized regions of the country. *A need exists for an organization to increase support for these few comprehensive programs as well as to assist in the development of similar efforts in other regions.*

The needs identified above have existed for some time. Although various local, regional and national organizations have tried independently to address them, the necessary resources have not been available. *Therefore, an organization is needed that will help to identify additional resources for the field and to support members' abilities to address all of these needs.*

A STATEMENT OF

GOALS AND VALUES

FOR

THE ALLIANCE FOR EDUCATION IN GLOBAL AND INTERNATIONAL STUDIES

(1987)

Our personal and national well-being are profoundly influenced by a fundamental change occurring in the world: a vast and irreversible increase in the importance of international factors on what previously have been local, regional, or national patterns of human thought and behavior. The members of this Alliance are concerned with the implications which these changes have for elementary and secondary education systems in this country. Recognizing that education in this field will deeply affect the character of our students and our society, we set forth below the goals and values which will guide our work and provide standards for its assessment.

We intend our work to serve the student, this nation, and our world.

THE STUDENT

We seek:

1. To develop individuals with expanded capacities for effective citizenship, vocational competence, and intellectual and social growth in a world that is diverse, complex, and increasingly interdependent;
2. To strengthen our society's ability to pass on to our young an understanding of those traditions and values of our heritage which undergird our democracy and the principles and commitments which sustain it; and
3. To provide educational experiences which heighten moral consciousness, develop the capacity for individual choice, and encourage acceptance of community responsibility at all levels.

THIS NATION

We seek:

1. Citizens committed to our democratic system and to overcoming the obstacles which prevent full realization of the values upon which it is based. Among these values are human dignity, protection of individual rights, consent of the governed, a government with limited powers, and freedom and equality under the law;
2. A nation committed to improving its citizens' abilities to understand and interact with other cultures and societies, building on its own experience in forming political community among people of diverse racial, ethnic, political, and religious backgrounds; and,
3. A nation capable of wisely providing for its own security; sensitive to the impact its security policies have on other nations; and acting in ways which promote international peace and the growth of free societies.

OUR WORLD

We seek:

1. A world which responds to human needs, respects human rights, values freedom, preserves the global environment, seeks non-violent resolution of conflict, and protects the richness of diverse cultural heritages while recognizing that realization of these goals is constrained by human limitations and the distribution and use of power in the world;
2. A world in which one's commitment to one's own country is complemented by a growing acceptance of responsibilities that cross ideological, cultural, and national boundaries.

> *We recognize that promoting a sense of responsibility that crosses ideological, cultural, and national boundaries is a complex and controversial undertaking. For some, a sense of world responsibility seems to require abandonment of a commitment to one's own nation. For others, a commitment to one's own nation precludes the pursuit of world responsibilities. We affirm the wisdom — indeed the necessity — of a commitment to both one's own nation and the world. We seek a world in which people of other nations make the same commitment. Because our society encourages free and open criticism of particular governmental policies while maintaining a fundamental loyalty to our common political community, we see no contradiction in such joint commitments.*

Therefore, an education with a global perspective develops in students the knowledge, skills, and attitudes required for living successfully and responsibly in a changing nation and world. Global education is multi-discipli-

nary, offering instruction about a changing world in the arts, humanities, sciences, and technical sciences, as well as in the social sciences and in foreign languages. It is also an education which provides opportunities for students to examine complex issues from a wide range of views and value positions, requiring educators to nurture a free and responsible exchange of ideas.

EDUCATIONAL GOALS

In pursuit of these goals, we seek an education which develops in elementary and secondary students:

1. A knowledge of the histories, languages, and institutions – political, economic, religious, artistic, humanistic – of other cultures, as well as their own;
2. A knowledge of the interconnections among world regions, events, and peoples, and an appreciation for the complexity that is inherent in these relationships;
3. An understanding that contemporary issues and world cultures have been shaped by a multiplicity of historical, religious, political, economic, and geographic factors;
4. An ability and willingness to consider historical and contemporary world events and issues from the perspectives of people whose culture, value orientations, or life experience – gender, age, opportunity, ethnic background – are different from their own and, in so doing, develop a deepened understanding of their own standards and goals;
5. An understanding of the nature of conflict and of approaches for managing it constructively;
6. An ability to think analytically about complex national and international issues, to distinguish fact from opinion, and to recognize bias, advocacy, and propaganda; and
7. An ability to make informed personal and public policy decisions and to participate in local, national, and international decision–making processes.

Figure 1

Individual

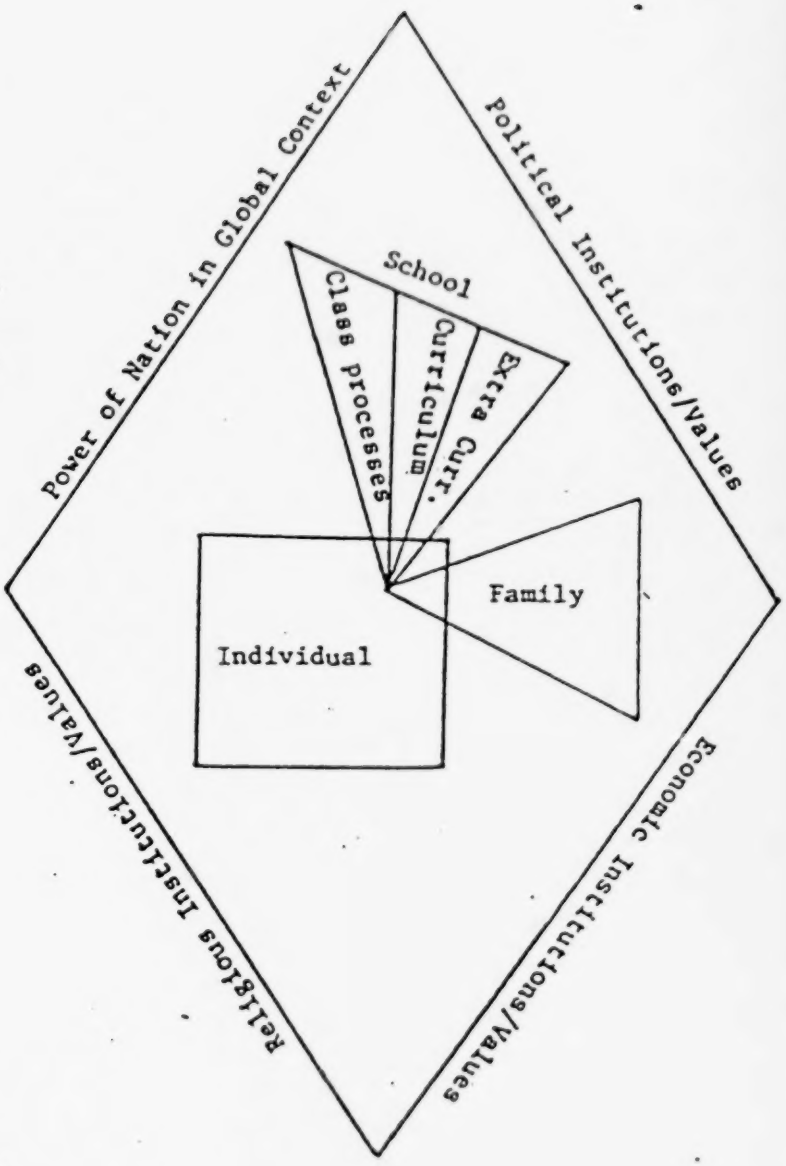
Cognitive processing abilities
Information base
Problem-solving skills
Gender-related socialization
Perspective-taking skills
Personal values relating to nationalism/power/democracy
Interest in events outside primary group
Interpersonal Negotiating Skills
Conflict Resolution Skills
Moral judgement level

Family

Social class/education
Availability of newspapers and other readings
Liberal/conservative ideology
Ethnic or immigrant background
Religious background
Value on conformity of child to family values
Extent of political/community participation

School

Curriculum content (especially history, religion social studies, literature, language
In-class and In-school processes:
Respect for students' opinions
Freedom to disagree with Teacher Questioning style
Extra-Curricular Activities (charity drives, student government, clubs)



Schemata of Actors, Actions, and Constraints in International Debt Crisis

Pre-Session on Top / Post-Session on Bottom

PRE

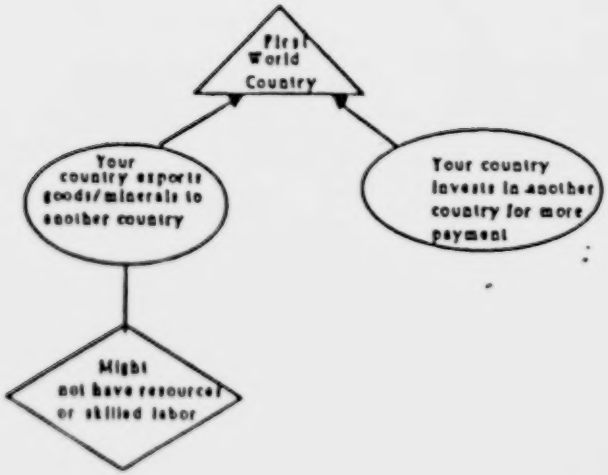
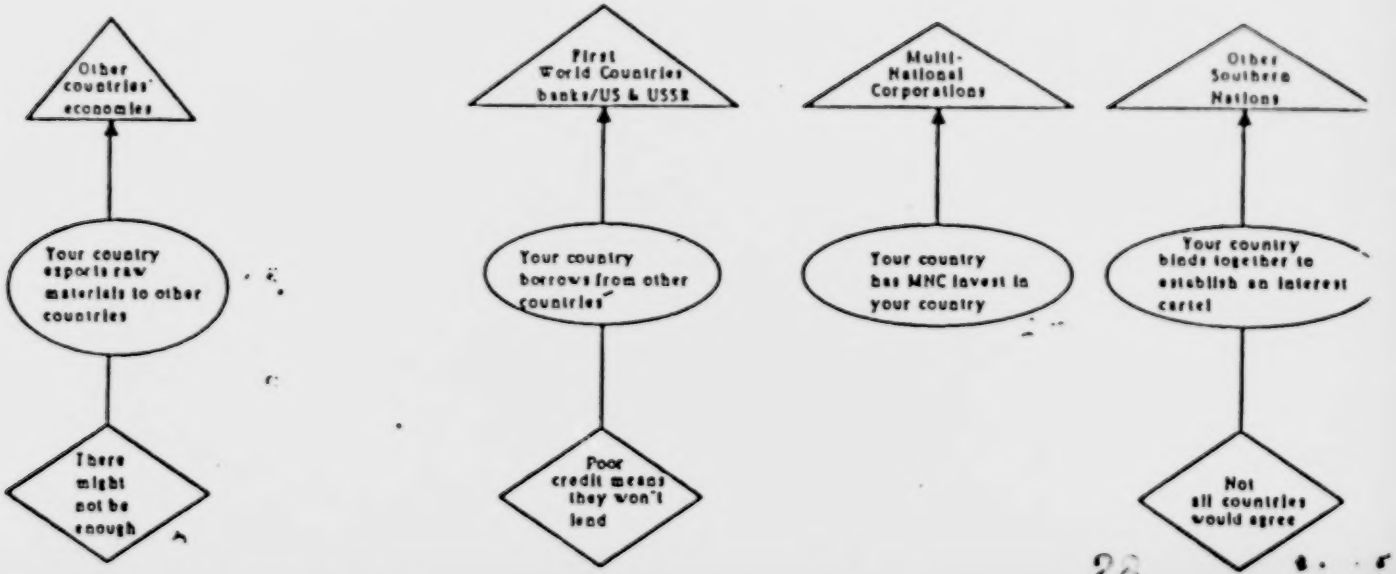

First World Country
Your country exports goods/minerals to another country
Your country invests in another country for more payment
Might not have resources or skilled labor

Figure 2

POST


Other countries' economies
Your country exports raw materials to other countries
There might not be enough
First World Countries banks/US & USSR
Your country borrows from other countries
Poor credit means they won't lend
Multi-National Corporations
Your country has MNC invest in your country
Other Southern Nations
Your country blocs together to establish an interest cartel
Not all countries would agree